

CEDAR GROVE ELEMENTARY

107 Melvin Lane
Williamston, SC 29697

GRADES K-5 Elementary School

ENROLLMENT 492 Students

PRINCIPAL Brenda S. Ellison 864-847-3500

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	30	2	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Good	Yes

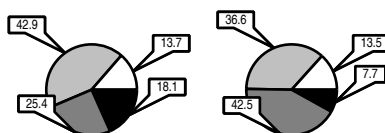
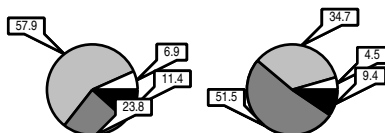
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	206	100.0	4.5	34.7	51.5	9.4	69.8	Yes	Yes
Gender									
Male	102	100.0	6.1	36.7	53.1	4.1	64.3		
Female	104	100.0	2.9	32.7	50.0	14.4	75.0		
Racial/Ethnic Group									
White	188	100.0	3.8	34.1	51.9	10.3	71.9	Yes	Yes
African-American	10	100.0	11.1	33.3	55.6	0.0	0.0	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	169	100.0	3.0	33.5	53.9	9.6	74.3		
Disabled	37	100.0	11.4	40.0	40.0	8.6	48.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	206	100.0	4.5	34.7	51.5	9.4	69.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	201	100.0	4.1	35.0	51.3	9.6	70.1		
Socio-Economic Status									
Subsidized meals	74	100.0	5.7	48.6	42.9	2.9	55.7	Yes	Yes
Full-pay meals	132	100.0	3.8	27.3	56.1	12.9	77.3		

Mathematics - State Performance Objective = 15.5%									
All Students	206	100.0	6.9	57.9	23.8	11.4	59.4	Yes	Yes
Gender									
Male	102	100.0	7.1	52.0	26.5	14.3	59.2		
Female	104	100.0	6.7	63.5	21.2	8.7	59.6		
Racial/Ethnic Group									
White	188	100.0	6.5	56.8	24.9	11.9	58.9	Yes	Yes
African-American	10	100.0	22.2	77.8	0.0	0.0	0.0	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	169	100.0	5.4	58.1	24.6	12.0	63.5		
Disabled	37	100.0	14.3	57.1	20.0	8.6	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	206	100.0	6.9	57.9	23.8	11.4	59.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	201	100.0	7.1	57.4	23.9	11.7	58.9		
Socio-Economic Status									
Subsidized meals	74	100.0	10.0	68.6	11.4	10.0	48.6	Yes	Yes
Full-pay meals	132	100.0	5.3	52.3	30.3	12.1	65.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	61	100.0	3.5	29.8	56.1	10.5	66.7
	Grade 4	65	100.0	8.1	41.9	45.2	4.8	50.0
	Grade 5	56	100.0	13.2	50.9	35.8	N/A	35.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	100.0	3.9	23.4	58.4	14.3	72.7
	Grade 4	66	100.0	9.1	36.4	50.0	4.5	54.5
	Grade 5	62	100.0	3.2	61.3	27.4	8.1	35.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	61	100.0	7.0	64.9	22.8	5.3	28.1
	Grade 4	65	100.0	12.9	64.5	19.4	3.2	22.6
	Grade 5	56	100.0	17.0	60.4	17.0	5.7	22.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	100.0	10.4	61.0	26.0	2.6	28.6
	Grade 4	66	100.0	4.5	48.5	19.7	27.3	47.0
	Grade 5	62	100.0	6.5	66.1	22.6	4.8	27.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 492)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Down from 3.5%	1.9%	2.7%
Attendance rate	96.5%	Up from 95.9%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.1%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.2%		3.1%	3.5%
Eligible for gifted and talented	24.9%	Up from 21.8%	23.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Up from 5.8%	7.4%	8.2%
Older than usual for grade	0.4%	Up from 0.2%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	46.4%	Down from 48.1%	55.3%	51.4%
Continuing contract teachers	85.7%	Up from 85.2%	88.3%	87.5%
Highly qualified teachers**	100.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.5%	Down from 94.1%	88.6%	86.7%
Teacher attendance rate	94.6%	Up from 92.1%	95.1%	94.9%
Average teacher salary	\$41,402	Up 4.5%	\$42,302	\$40,760
Prof. development days/teacher	6.9 days	Down from 11.6 days	10.4 days	12.4 days

School				
Principal's years at school	21.0	Up from 20.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 24.2 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 87.8%	90.7%	90.0%
Dollars spent per pupil*	\$4,984	Down 2.7%	\$5,683	\$6,044
Percent of expenditures for teacher salaries*	61.3%	Down from 63.3%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Cedar Grove Elementary School, in partnership with students, parents, and the community, is to create a positive learning environment by providing a quality educational foundation that will prepare our students to function successfully in today's society. Cedar Grove has consistently maintained high standards for all students. Among our accomplishments are the following:

Tests scores have been in the top 5% in the state for the last 19 years.

32% of our 5th grade students qualified for the Presidential Academic Award.

30% of 4th and 5th graders qualified for the Duke Talent Incentive Program.

At the AOP Regional Science Fair, 1 student won a gold medal, 1 silver, and 1 won the bronze medal.

Student Council, Safety Patrol, and Library Cadet programs were added for student participation.

All students were actively involved in 10 service learning projects.

All 1st - 5th graders participated in our Accelerated Reader program, reading 48,666 books. 85 students earned more than 100 points.

Individual parent conferences were held with 100% of parents. 92% of parents attended orientation, and 61% attended an Open House.

18 college students provided over 140 hours of tutoring.

Hosted a 21st Century Learning Center. 30% of students attended.

Held 12 1-hr. extended school-day sessions for grades 3-5 for additional instructional enhancement. 95% attended.

Our PTA raised over \$21,000, purchasing new classroom equipment and supplies.

We had over 80 volunteers to work 3600+ hours.

Active PTA with 100% staff membership and 97% parent membership.

Held informational meetings with parents, including a Math Night, a Science Fair night, and a Writing Night to bridge the learning environment to the home and enhance the communication relationship between the parent and teacher.

Hosted separate orientation nights for K-5 and 1st grade parents to introduce school policies and procedures, to help with the transition from home to school, and encourage parental involvement and communication.

Showcased 4 chorus performances throughout the year for parents and community.

In the midst of continual growth and change, Cedar Grove Elementary continues to strive for and achieve excellence from our faculty and staff, and subsequently our students. Two of our teachers received National Board Certification this year. Cedar Grove Elementary is truly a community school where the motto, "Caring, Growing and Preparing for Tomorrow," is achieved daily.

Brenda S. Ellison, Principal

Michelle Austin, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	58	34
Percent satisfied with learning environment	100.0%	98.3%	91.2%
Percent satisfied with social and physical environment	100.0%	96.6%	88.2%
Percent satisfied with home-school relations	100.0%	96.6%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.